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for their moral and religious instruction, and for the education of their children. He maintains that they will have acquired by this process the habit and the love of remunerative industry, and that, when the last vestige of bondage shall have disappeared, there will be on the soil a laboring population contented, well-disciplined, thoroughly acclimated, in friendly relations with their former masters, and interested in the general prosperity of their respective communities. The discussion deserves high respect for its wisdom and its kindliness. The author has evidently studied carefully the condition of the dominant and the subject population of our Southern States, cherishes respect for the rights of property recognized by the fundamental law of the Federal Government, and is moved by a sincere desire for the restored and enduring peace and prosperity of our whole people. However impracticable such a scheme may appear in the present disturbed condition of our affairs, the rapid march of events may, at no great distance of time, propose for our solution the very questions which our Transatlantic friend attempts to answer.

34. — *Annual Report of the Superintendent of Public Instruction of Kentucky, for the School Year ending December 31, 1861.* Frankfort. 1862. 8vo. pp. 164.

ABOUT one fifth part of this pamphlet is occupied by the Report of the Superintendent, Hon. R. Richardson; the residue, by the returns received from the school commissioners of the several counties. Mr. Richardson's Report is a document of signal ability and merit. We can best characterize it by saying that it is a lucid exposition of the present national controversy from the point of view afforded by his official station,—an exposition which is of itself an argument of irresistible force in favor of the Union and its defenders. Mr. Richardson openly charges the leaders of the Secessionists, not with indifference, but with hostility to popular education, and maintains that ignorance is distinctly recognized by them as their most effective and persistent ally. Their inroad upon his own State, he says, has been attended with loss and damage to the school system fully equal to the progress of the previous ten years. We quote a few striking passages from this remarkable document, and only regret that we have not room for more.

“Of the condition of the common schools in the seceded States little can be definitely known here; but there are many reasons for believing the interests of popular education among them fell prostrate at the very beginning of the rebellion. In not one of those States, if reports be true, is there now an organized school system in existence. Revenues dedicated to knowledge, which

ought to be held sacred even in the midst of a revolution that is shaking the foundations of our political system, have been misappropriated and squandered; and no one in all the land of secession seems as yet to have entered a protest against the evil. But two years ago the State of Texas possessed a school fund which could have furnished means amply sufficient to organize one of the noblest systems of popular education on the continent. That fund, parcelled out in a parental distribution by the general government of the United States, is now being frittered away in support of rebellion. There is probably no seceded State in which the school funds have been exempt from a similar destruction. The spirit of secession has not been more hostile to our nationality than it has been ruinous to that chief bulwark of our nationality, — education. And if the dark lineaments of the picture could be made darker still, let it be remembered that millions of those funds had been distributed to each and all of the rebel States out of the national treasury, with the implied if not the express purpose that they should be consecrated to uses very different from those for which they are now employed. Let it be remembered, too, that among the loyal States, Northern and Southern, perhaps without an exception, the funds received from the general government are still dedicated and set apart for the enlightenment of this and of future generations.” — pp. 8, 9.

“Prominent, perhaps the most prominent, among those causes leading to the calamities which have befallen us, (as I have endeavored to indicate in the foregoing pages of this report,) has been a defective education of the people. It is in national as it is in individual character, not the temptation, but our proneness to be led into it, that makes us fall. Indeed, we may say more than this, — it is human frailty that invites and encourages the tempter. Can any one suppose that Davis, Yancey, Toombs, Benjamin, Chesnut, Slidell, Wigfall, and the rest, could have accomplished so much for ruin, had their lots been cast among a people thoroughly well-educated as well as completely free?” — p. 29.

“The statistical tables of our common-school department during the decade of years from 1850 to 1860 will inform us in what counties of our State common schools have been most largely established and sustained. I affirm that, almost without exception, *those are the counties which have been, during the present civil war, most distinguished for a cordial, immovable, and self-sacrificing attachment to the Union.*

“I trust it will not be deemed improper for me to cite the example of one county in this connection. The county of Pulaski is situate within a few miles of the Tennessee line; and has been a theatre of hostilities from the beginning of the war. Here was fought and won the battle of Mill Springs. Two years since this county reported a whole number of children of 5,014. Of this number 3,496 were in attendance on the common schools, — a percentage of more than *sixty-nine*, while the average percentage of attendance on the schools throughout the State was only fifty-six. Pulaski, as appears by the returns in the Adjutant-General’s office, has contributed more men to the Federal army, in proportion to her population, than any other county in Kentucky!” — pp. 29, 30.